

Teacher: Dolores Ballejo			
Title: Civil War	Subject: History		
Topics: Political-Emancipation Proclamation	Grade: 9-12		
Lesson Duration:	School: Century High School		
Education Designs Lesson/ Unit Plan			
Lesson Summary: <i>(A short 3-5 sentence summary of the lesson and how it will be delivered)</i>	Era 4 Expansion and Reform (1801-1861) Standard 1: United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans		
National Standards for History Era: Link	Era 5 Civil War and Reconstruction (1850-1877) Standard 2: The course and character of the Civil War and its effects on the American people		
Standard(s): <i>State, Local or National</i>	Colorado Standards History 1.2, 2.1., 2.2, 5.1		
Themes/Concept:	Political -the student will evaluate the major political interaction of the Emancipation Proclamation.		
Essential questions (2-5 questions) <i>(What you want the students to know)</i>	1. Why did Abraham Lincoln write the Emancipation Proclamation? 2. What was the effect on the war? 3. Why is emancipation proclaimed as a "fit and necessary war measure"? 4. Why does the proclamation only apply to slaves in certain states? Why is the geographical location significant?		
Elements <i>(What you want the students to understand)</i>	The student will learn the political realities and constitutional doctrines which limited President Lincoln's regarding emancipation during the Civil War. Lincoln wanted to weaken the South by ending slavery. Lincoln's authority during the conflict. Lincoln's attempt to weaken the South. The Emancipation Proclamation allowed Negroes to serve in the Union's armed forces.		
Launch Activity (Hook)	The teacher will read the Emancipation Proclamation (the students will have a copy). As the teacher reads the Emancipation Proclamation, the students will highlight in yellow what he considers political and a different colored highlighter for the moral issues.		
Knowledge & Skills <i>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> Vocabulary Abraham Lincoln border states Northern Negroes Southern slave Negroes emancipation proclamation Negro soldiers prejudice aggression </td> <td style="width: 50%; vertical-align: top;"> Skills Interpret what is read by drawing inferences. Form opinions based on critical examination of relevant information. Recognize the values implicit in issues and </td> </tr> </table>	Vocabulary Abraham Lincoln border states Northern Negroes Southern slave Negroes emancipation proclamation Negro soldiers prejudice aggression	Skills Interpret what is read by drawing inferences. Form opinions based on critical examination of relevant information. Recognize the values implicit in issues and
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			the possible courses of action that flow around them
Lesson Methodology (<i>How will you conduct the lesson; activities...?</i>)			
<p>Launch Activity, the students will write or discuss their findings of the highlighting. Which color had more political or moral issues and why.</p> <p>Activity 1 The students will draw from a hat one of the following: a slave, plantation owner, abolitionist, a member of the Union Congress, a member of the Confederate Congress, General Grant, freeman, a union soldier, a confederate soldier, General Lee, etc. and write a letter agreeing or disagreeing with the president and why.</p> <p>Activity 2 The students will be selected as a Southern, border state citizen, or Northern and debate the merits of the Emancipation Proclamation (see rubric)</p>			
Assessment Evidence: <i>What evidence will show that students met the learning goal?</i>			
Traditional Assessment (Quizzes, Test, Selected Responses)			
Multiple choice quiz written in A,B,C,D choices with questions worded much like those used on standardized tests.			
Portfolio Assessment			
Students will keep portfolios containing all of the activities that have been completed during the unit to be compared with other students.			
Authentic Assessment (<i>Performance Tasks, Rubrics, Projects, Dialogues, Portfolio, etc.,</i>)			
Have the students debate the Emancipation Proclamation as a Northern, the other side the Southern and African American (freed and slave) with a rubric. see attachment			
Student Self-Assessment			
The student will be able to identify key points on a Venn Diagram from the debate.			
Differentiation Associated with this unit			
Gifted students will organize a research teams to investigate the steps that led to the Emancipation Proclamation and why President Lincoln's war plans changed in the course of the war and write a two page essay of the students findings. Special needs students will listen to the Emancipation Proclamation and discuss with teacher what the document meant to the student and why.			
Resources and instructional tools: (<i>Including Video Sources, Text Resources, Research Strategy</i>)			
Resources and instructional tools: Emancipation Proclamation [http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/]			
Massachusetts Black Corporal to the President, September 28, 1863 [http://www.history.umd.edu/Freedmen/gooding.htm]			

CLASSROOM DEBATE RUBRIC

	Levels of Performance			
Criteria	1	2	3	4
1. Organization and Clarity: viewpoints and responses are outlined both clearly and orderly.	Unclear in most parts	Clear in some parts but not over all	Most clear and orderly in all parts	Completely clear and orderly presentation
2. Use of Arguments: reasons are given to support viewpoint.	Few or no relevant reasons given	Some relevant reasons given	Most reasons given: most relevant	Most relevant reasons given in support
3. Use of Examples and Facts: examples and facts are given to support reasons.	Few or no relevant supporting examples/facts	Some relevant examples/facts given	Many examples/facts given: most relevant	Many relevant supporting examples and facts given
4. Use of Rebuttal: arguments made by the other teams are responded to and dealt with effectively.	No effective counter-arguments made	Few effective counter-arguments made	Some effective counter-arguments made	Many effective counter-arguments made
5. Presentation Style: tone of voice, use of gestures, and level of enthusiasm are convincing to audience.	Few style features were used; not convincingly	Few style features were used convincingly	All style features were used, most convincingly	All style features were used convincingly

The Emancipation Proclamation

President Abraham Lincoln issued the Emancipation Proclamation on January 1, 1863, as the nation approached its third year of bloody civil war. The proclamation declared "that all persons held as slaves" within the rebellious states "are, and henceforward shall be free."

Despite this expansive wording, the Emancipation Proclamation was limited in many ways. It applied only to states that had seceded from the Union, leaving slavery untouched in the loyal border states. It also expressly exempted parts of the Confederacy that had already come under Northern control. Most important, the freedom it promised depended upon Union military victory.

Although the Emancipation Proclamation did not end slavery in the nation, it captured the hearts and imagination of millions of Americans and fundamentally transformed the character of the war. After January 1, 1863, every advance of federal troops expanded the domain of freedom. Moreover, the Proclamation announced the acceptance of black men into the Union Army and Navy, enabling the liberated to become liberators. By the end of the war, almost 200,000 black soldiers and sailors had fought for the Union and freedom.

From the first days of the Civil War, slaves had acted to secure their own liberty. The Emancipation Proclamation confirmed their insistence that the war for the Union must become a war for freedom. It added moral force to the Union cause and strengthened the Union both militarily and politically. As a milestone along the road to slavery's final destruction, the Emancipation Proclamation has assumed a place among the great documents of human freedom.

The original of the Emancipation Proclamation of January 1, 1863, is in the National Archives in Washington, DC. With the text covering five pages the document was originally tied with narrow red and blue ribbons, which were attached to the signature page by a wafered impression of the seal of the United States. Most of the ribbon remains; parts of the seal are still decipherable, but other parts have worn off.

The document was bound with other proclamations in a large volume preserved for many years by the Department of State. When it was prepared for binding, it was reinforced with strips along the center folds and then mounted on a still larger sheet of heavy paper. Written in red ink on the upper right-hand corner of this large sheet is the number of the Proclamation, 95, given to it by the Department of State long after it was signed. With other records, the volume containing the Emancipation Proclamation was transferred in 1936 from the Department of State to the National Archives of the United States.

The Emancipation Proclamation
January 1, 1863

A Transcription

By the President of the United States of America:

A Proclamation.

Whereas, on the twenty-second day of September, in the year of our Lord one thousand eight hundred and sixty-two, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

"That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

"That the Executive will, on the first day of January aforesaid, by proclamation, designate the States and parts of States, if any, in which the people thereof, respectively, shall then be in rebellion against the United States; and the fact that any State, or the people thereof, shall on that day be, in good faith, represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such State shall have participated, shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State, and the people thereof, are not then in rebellion against the United States."

Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit:

Arkansas, Texas, Louisiana, (except the Parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James Ascension, Assumption, Terrebonne, Lafourche, St. Mary, St. Martin, and Orleans, including the City of New Orleans) Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia, (except the forty-eight counties designated as West Virginia, and also the counties of Berkley, Accomac, Northampton, Elizabeth City, York, Princess Ann, and Norfolk, including the cities of Norfolk and Portsmouth[]), and which excepted parts, are for the present, left precisely as if this proclamation were not issued.

And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defence; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God.

In witness whereof, I have hereunto set my hand and caused the seal of the United States to be affixed.

Done at the City of Washington, this first day of January, in the year of our Lord one thousand eight hundred and sixty three, and of the Independence of the United States of America the eighty-seventh.

By the President: ABRAHAM LINCOLN
WILLIAM H. SEWARD, Secretary of State.